**User Guide**

**AIM of the Project**

This project is motivated by the rise of network use and learner centered approaches which have led to grammar learning increasingly taking place outside the classroom. Here we present a resource which aims at facilitating grammar learning and teaching by providing the following:

1. a user-friendly and adaptable framework for evaluating audiovisual online grammar learning and teaching materials (evaluation literacy*[[1]](#footnote-1)*)
2. an audit/evaluation of 348 online grammar learning and teaching materials associated with 28 grammatical concepts from the English Key Stage 4 Curriculum
3. examples of how this framework can be used to select audiovisual online grammar learning and teaching materials in blending online instruction with face-to-face communication.

The resource is intended for both native and non-native speakers as well as mother tongue and foreign language education.

**INFORMATION PROVIDED INCLUDES**

**Language:** currently most videos are in English and on English.  
**Length:** duration of videos [[2]](#footnote-2)   
**URL**

**Learner level** according to the UK National Curriculum [Key Stages](http://www.teachin.co.uk/teaching-overseas/uk-curriculum-and-school-year/) for English native speakers; and the [Common European Framework of References for Languages](https://www.examenglish.com/CEFR/cefr.php) for non-native speakers.

The resources are evaluated on a scale from 1-4 on the following criteria:

**Quality of definition** - accuracy/clarity: quality of definition; clarity of terminology and structure  
**Quality of illustrating examples**  
 - range (of examples): from prototypical to exceptional  
 - contextualization: examples placed in a real-life context  
**Use**   
 - difficulty level: easy or difficult to understand   
 - use of metalanguage: use of grammar specific terminology  
 - prior knowledge: previous knowledge required to access video content  
**Appeal**   
 - of the material e.g. design, music, illustration  
**Coverage**  
 - key words describing the main grammatical concepts covered in the video  
**Follow up activities**  
 - suggestions for further use

**FEEDBACK/CONTRIBUTION**

The resource is by no means comprehensive and should be seen as a sample which can be extended to further videos, concepts and languages. We are furthermore planning to create a platform on which users can provide their own evaluation, feedback and follow up activities.

**CONTACT**

This three month project was funded by Erasmus+. As we currently do not have further funding, the information provided cannot be updated on a regular basis. However, if you notice dysfunctional URLs please notify [e.eppler@roehampton.ac.uk](mailto:e.eppler@roehampton.ac.uk/) or [c.weichselbaumer@ucl.ac.uk](mailto:c.weichselbaumer@ucl.ac.uk) .

Further information on the project and references can be found in:

Eppler, Eva and Weichselbaumer, Christina (2019) Developing digital literacy in online grammar teaching and learning. In *Conference Proceedings. Innovation in Language Learning 2019*. [Filodiritto Editore](http://www.filodirittoeditore.com/index.php?route=product/category&path=78)**.** <https://conference.pixel-online.net/ICT4LL/conferenceproceedings.php>**. ISBN/ISSN 2420-9619.**

1. Evaluation literacy can be defined as the cognitive and social skills that determine the motivation and ability of individuals to gain access to, understand and use evaluative information in ways that contribute to achieving learning goals (Rogers, Kelly & McCoy 2019). [↑](#footnote-ref-1)
2. Videos are between 2 and 20 minutes. Longer videos were excluded because the aim of the project was not to provide entire modules but to foster self-study and incorporation in contextualized classroom teaching. [↑](#footnote-ref-2)